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Hours: Wed., 12:00 to 2:00pm

Thurs., 11:00 to 12:00

EDS 246: PREVENTIVE ACADEMIC INTERVENTIONS FALL, 2003, MND 4003

COURSE OBJECTIVES:

The purpose of this course is to provide students with knowledge and skills necessary to becoming effective problem solvers in relation to academic issues. It is expected that students will:

1. become familiar with California Content standards
2. develop skills important in designing, implementing and monitoring academic interventions
3. understand the use of data-based decision making in addressing academic difficulties.
4. develop skills in consultation with teachers and/student study teams
5. become familiar with Curriculum Based Measurement

NASP Standards addressed:

School Psychology program graduates will be able to provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students

School Psychology program graduates will be competent in consultation and collaboration.

School Psychology program graduates will be competent is using data based decision-making and accountability in their professional practice.

CCTC Standards addressed:

Standard 4: Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating, and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of the individual pupils and assessing the effectiveness of educational programs.

Standard 5: Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties

Standard 10: Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when

consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan

Standard 20: Collaboration and Consultation

Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.

Standard 22: Individual Evaluation and Assessment

Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).

Standard 23: Program Planning and Evaluation

Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.

READINGS:

ACSA & CARS , *Goals and objectives related to essential state of California standards.*
Available at <http://www.carsplus.org/>. All download overview document.
Standards can also be obtained at this site.

California Content Standards: (Available
www.cde.ca.gov/cdepress/downloads.html, or
http://www.cde.ca.gov/cdepress/standards_brochures.html, or
<http://www.cde.ca.gov/standards/>)

Shinn, Walker & Stoner(2002) *Interventions for academic and behavioral problems*,
NASP Publications.

Ehri, Linnea C.; (1997). Sight word learning in normal readers and dyslexics. In Blachman, Benita A. (Ed), *Foundations of reading acquisition and dyslexia: Implications for early intervention*. pp. 163-189. Available in reserve room reader in library.

Fletcher, J. Foorman, B., Boudousquie, A, Barnes, M. Schatschneider, C and Francis, D. (2002). Assessment of reading and learning disabilities: A research based intervention oriented approach. *Journal of School Psychology* , 40, 27-63. Available through online search engine or in reserve room at library.

Lyon R., Report on LD research, LDOOnline: Report on Learning Disabilities Research at NIH http://www.ldonline.org/ld_indepth/reading/nih_report.html . Available on line or in reserve room in library

International Dyslexia Association (2001), Controversial therapies, *Perspectives*, 27. Distributed in class

DiPerna, J. E., S. 2000. Academic competence evaluation scales manual. The Psychological Corporation, TX. Chapters 1 & 2. Available in reserve room.

Elliot, S., DiPerna, J. & Shapiro, E. 2001. Academic intervention monitoring system manual. The Psychological Corporation, TX. Chapters 1 & 2. Available in reserve room

ADDITIONAL RESOURCES:

Handbook on CBM available at www.interventioncentral.org

Children's needs II : development, problems, and alternatives / edited by George G. Bear, Kathleen M. Minke, Alex Thomas. Bethesda, Md. : National Association of School Psychologists, c1997. *Reserve room*

Rathvon, Natalie.. Effective school interventions : strategies for enhancing academic achievement and social competence / Natalie Rathvon. New York : Guilford Press, 1998. *Reserve room*

Shapiro, Edward S. (1989). Academic skills problems : direct assessment and intervention. Guilford Press. *Reserve room*

GRADES WILL BE BASED ON THE FOLLOWING:

Attendance and active participation are very important components of this class. Students absent for more than 2 classes cannot receive an “A” grade. Students absent for more than 3 classes cannot receive a passing grade.

Participation:	10%
Quizzes:	30%
Group Project:	30%
Intervention Case Study:	30%

COURSE SCHEDULE:

	TOPIC	READING	ASSIGNMENT
9/3	Introduction		
9/10	Models of prevention/intervention	Shinn et al. Chapter 1 & 3	
9/17	Reading Disability assessment	Shinn et al. Chapter 6 & 20 Ehri, Sight word learning	
9/24	Reading Disability assessment	Fletcher et al, Assessment of reading... Lyon, NIH report	
10/1	AIMS/ACES	ACES Manual, Chapter 1 & 2	Quiz on reading disability assessment Identify case study
10/8	Goals and Objectives Diane Youtsey	ACSA/CARS publication	Administer ACES
10/15	Selecting, Implementing and Monitoring Interventions	Shinn et al, Chapter 9 & 10	
10/22	Case staffing ACES	AIMS Manual Chapter 1&2	Bring ACES to class
10/29	Content: English/Language Arts	<i>Shinn et al., Chapter 22</i>	
11/5	Content: Study Skills Case staffing	<i>Shinn et al, Chapter 24</i>	Complete AIMS and bring to class
11/12	Content: Mathematics	<i>Shinn et al., Chapter 21</i>	
11/19	CBM	www.cbmnow.com	Quiz on standards
11/26	No class		
12/3	CBM	Guest Speaker: Scott Leaman	
12/10	Student Success Teams	Guest speaker: Marty Martinez	Quiz on CBM
12/18	Case Study due		

Quizzes: Quizzes will occur as noted in the syllabus. The purpose of quizzes is to ensure your understanding of the topics presented. Each quiz will contribute 10% of your grade.

Group Presentation/Project. The purpose of this project is to address three critical areas of information regarding academic intervention.

1. An understanding of California Content Standards
2. Methods for developing intervention goals and monitoring student progress/response to interventions
3. Characteristics of research based intervention programs

Working in small groups you will prepare a summary document and provide a 60-minute in-class presentation on a selected area of the Content Standards for California Public Schools. These presentations will have three parts: overview of content standards; sample goals and ways to monitor progress toward standards; and information on appropriate interventions. You should access three resources regarding interventions for your subject matter. Chapters in Shinn et al are useful starting points. Group assignments will be as follows: (a) English-Language Arts Content Standards, grades K-1; (b) English-Language Arts Content Standards, grades 2-3; (c) Mathematics Content Standards, grades K-1; (d) Mathematics Content Standards, grades 2-3; and Study Skills. The presentation for the Study Skills group will be somewhat different than for the content standards groups. In addition to the presentation, you will provide the class with a handout summarizing standards, providing sample goals and summarizing intervention characteristics. Evaluation will be based equally on the quality of the pamphlet and the in-class presentation. This activity accounts for 30% of your grade.

Intervention Case Study: The purpose of this activity is to provide you with an opportunity to consult with a teacher/student study team regarding a specific student, and participate in the development of an intervention and monitoring of progress toward goals. You will have a choice of monitoring progress on this intervention or on the BIP or FBA you complete in 240. The minimum requirements for the Case Study for this class are to:

- 1 Administer both ACES and AIMS
- 2 Interpret data obtained
- 3 Design intervention and method for progress monitoring

It is optional as to whether you follow up with monitoring on this case study or one of your case studies from EDS 240. We will discuss the cases in class and you will turn in your protocols and a summary paper regarding the case study. This project accounts for 30% of your grade. A matrix of expectations will be provided for the summary paper.